

R D Schroder Middle

7224 Highway 162
Hollywood, SC 29449

Grades 6-8 Middle School

Enrollment 351 Students

Principal Raymond Davis 843-889-2391

Superintendent Dr. Maria L. Goodloe-Johnson 843-937-6319

Board Chair Ms. Nancy Cook 873-760-2635

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	1	7	45

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No
2005	Unsatisfactory	Unsatisfactory	No
2006	Unsatisfactory	Unsatisfactory	No

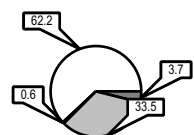
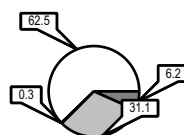
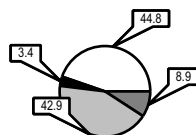
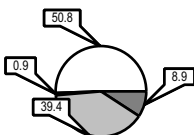
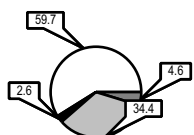
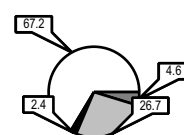
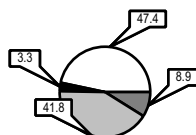
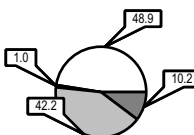
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	89.7
English 1	N/A	79.8
Biology 1/Applied Biology 2	N/A	43.4
Physical Science	N/A	27.9
All Subjects	100.0	82.1

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	357	99.2	50.5	39.6	9.0	0.9	17.0	No	Yes
Gender									
Male	197	99.0	59.0	34.7	6.4	0.0	11.6	N/A	N/A
Female	160	99.4	40.7	45.3	12.0	2.0	23.3	N/A	N/A
Racial/Ethnic Group									
White	17	100.0	33.3	58.3	8.3	0.0	41.7	I/S	I/S
African American	328	99.4	51.3	38.8	8.9	1.0	16.1	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	90.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	316	99.4	47.6	41.4	10.0	1.0	19.0	N/A	N/A
Disabled	41	97.6	75.8	24.2	0.0	0.0	0.0	I/S	Yes
Migrant Status									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	356	99.2	50.3	39.8	9.0	0.9	17.1	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	354	99.2	50.3	39.8	9.0	0.9	17.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	306	99.0	52.0	39.0	8.3	0.7	15.9	No	Yes
Full-pay meals	51	100.0	41.3	43.5	13.0	2.2	23.9	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	357	98.9	44.6	43.0	9.0	3.4	23.2	Yes	Yes
Gender									
Male	197	99.0	45.7	43.9	6.9	3.5	20.8	N/A	N/A
Female	160	98.8	43.3	42.0	11.3	3.3	26.0	N/A	N/A
Racial/Ethnic Group									
White	17	100.0	50.0	33.3	8.3	8.3	25.0	I/S	I/S
African American	328	99.1	44.1	43.4	9.2	3.3	23.0	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	90.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	316	99.1	42.1	44.5	9.7	3.8	24.1	N/A	N/A
Disabled	41	97.6	66.7	30.3	3.0	0.0	15.2	I/S	Yes
Migrant Status									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	356	98.9	44.4	43.2	9.0	3.4	23.3	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	354	98.9	44.4	43.2	9.0	3.4	23.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	306	98.7	46.9	40.8	9.0	3.2	22.4	Yes	Yes
Full-pay meals	51	100.0	30.4	56.5	8.7	4.3	28.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	357	98.9	62.3	31.2	6.2	0.3	6.5
Gender							
Male	197	99.5	62.3	30.3	6.9	0.6	7.4
Female	160	98.1	62.4	32.2	5.4	0.0	5.4
Racial/Ethnic Group							
White	17	100.0	25.0	75.0	0.0	0.0	0.0
African American	328	99.1	64.6	28.5	6.6	0.3	6.9
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	90.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	316	99.1	60.5	33.0	6.5	0.0	6.5
Disabled	41	97.6	78.8	15.2	3.0	3.0	6.1
Migrant Status							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	356	98.9	62.2	31.3	6.2	0.3	6.5
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	354	98.9	62.2	31.3	6.2	0.3	6.5
Socio-Economic Status							
Subsidized meals	306	98.7	64.7	30.2	4.7	0.4	5.0
Full-pay meals	51	100.0	47.8	37.0	15.2	0.0	15.2

Social Studies							
All Students	357	99.2	62.2	33.5	3.7	0.6	4.3
Gender							
Male	197	99.5	62.9	32.0	4.0	1.1	5.1
Female	160	98.8	61.3	35.3	3.3	0.0	3.3
Racial/Ethnic Group							
White	17	100.0	41.7	33.3	25.0	0.0	25.0
African American	328	99.4	63.4	33.0	2.9	0.7	3.6
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	90.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	316	99.4	61.6	34.2	3.8	0.3	4.1
Disabled	41	97.6	66.7	27.3	3.0	3.0	6.1
Migrant Status							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	356	99.2	62.0	33.6	3.7	0.6	4.3
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	354	99.2	62.0	33.6	3.7	0.6	4.3
Socio-Economic Status							
Subsidized meals	306	99.0	65.2	30.5	3.6	0.7	4.3
Full-pay meals	51	100.0	43.5	52.2	4.3	0.0	4.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	116	100.0	53.2	36.7	9.2	0.9	10.1
	7	138	100.0	46.9	43.8	9.2	0.0	9.2
	8	129	100.0	40.5	50.9	6.9	1.7	8.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	104	100.0	45.6	37.8	16.7	0.0	16.7
	7	116	98.3	51.4	39.3	7.5	1.9	9.3
	8	137	99.3	53.2	41.3	4.8	0.8	5.6
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	116	100.0	45.0	41.3	11.9	1.8	13.8
	7	138	100.0	54.6	34.6	10.0	0.8	10.8
	8	129	100.0	53.4	40.5	5.2	0.9	6.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	104	100.0	30.0	51.1	13.3	5.6	18.9
	7	116	98.3	41.7	45.4	10.2	2.8	13.0
	8	137	98.5	57.6	35.2	4.8	2.4	7.2
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	116	100.0	56.0	34.9	8.3	0.9	9.2
	7	138	100.0	61.5	33.8	3.8	0.8	4.6
	8	129	100.0	75.9	23.3	0.9	0.0	0.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	104	100.0	61.1	30.0	8.9	0.0	8.9
	7	116	97.4	66.4	26.2	6.5	0.9	7.5
	8	137	99.3	59.8	36.2	3.9	0.0	3.9
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	116	100.0	72.5	22.9	3.7	0.9	4.6
	7	138	100.0	69.2	26.2	3.1	1.5	4.6
	8	129	100.0	36.2	58.6	4.3	0.9	5.2
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	104	100.0	47.8	43.3	7.8	1.1	8.9
	7	116	98.3	65.7	29.6	3.7	0.9	4.6
	8	137	99.3	69.3	29.9	0.8	0.0	0.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 351)				
Students enrolled in high school credit courses (grades 7 & 8)	7.5%	Down from 11.0%	9.7%	16.7%
Retention rate	4.3%	Up from 3.8%	4.0%	2.5%
Attendance rate	95.7%	Down from 95.8%	95.2%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 3.9%	0.6%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 3.9%	0.5%	1.0%
Eligible for gifted and talented	9.7%	Up from 7.0%	7.0%	15.6%
On academic plans	45.3%	N/AV	55.5%	39.9%
On academic probation	35.0%	N/AV	3.4%	0.7%
With disabilities other than speech	1.4%	Down from 7.0%	14.7%	12.4%
Older than usual for grade	12.8%	Up from 9.9%	8.0%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.0%	Down from 14.3%	1.8%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 30)				
Teachers with advanced degrees	36.7%	Down from 40.7%	54.9%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	17.9%	N/A	17.3%	9.1%
Teachers with emergency or provisional certificates	22.7%	Up from 19.0%	13.5%	5.6%
Teachers returning from previous year	71.9%	Down from 75.2%	76.7%	84.6%
Teacher attendance rate	94.2%	Up from 91.4%	94.3%	94.8%
Average teacher salary	\$38,788	Up 4.6%	\$40,494	\$42,267
Prof. development days/teacher	12.0 days	Up from 11.3 days	11.6 days	11.9 days
School				
Principal's years at school	1.0	Down from 5.0	2.0	3.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 19.7 to 1	19.0 to 1	21.1 to 1
Prime instructional time	88.5%	Up from 86.1%	87.5%	89.0%
Dollars spent per pupil*	\$6,346	Down 29.9%	\$7,502	\$6,243
Percent of expenditures for teacher salaries*	44.2%	Down from 62.4%	55.2%	59.8%
Percent of expenditures for instruction*	58.5%		63.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	64.9%	Down from 96.9%	93.3%	97.4%
SACS accreditation	No	No change	Yes	Yes
Character development	Good	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

R. D. Schroder Middle School is a Title I school in rural Charleston County. The school has an enrollment of 358 students in grades six, seven, and eight. The student population is predominantly African American with 93.9% of the students coming from poverty. The overall goal of our school is to improve student achievement.

Our students' academic performance is measured using the Palmetto Achievement Challenge Test (PACT). Our school received an absolute rating of unsatisfactory on the 2005 School Report Card and did not achieve the AYP performance goals for the fourth consecutive year.

There are many variables that impact student performance at Schroder: 1. teacher expectations, 2. classroom practices, 3. parental involvement, 4. teacher retention, 5. reading level of students, 6. extended learning time, 7. addressing the needs of Black Males, and 8. using data to drive curricular decisions. Currently, our school has implemented the following strategies to address the challenges listed above. We have worked with teachers on setting high expectations for our students. Every student at our school has an Academic Plan that includes goals for the current year. Also, the students who have been identified as Bubble and Bread and Butter will continue to receive academic assistance through tutorial programs to assist them in scoring Proficient and Advanced on the PACT. Students can enroll in Education Station or Failure Free Learning after-school tutorial programs. The Edison Schools and the Citadel have assisted teachers in disaggregating the monthly benchmark results and the MAP tests. Dr. Stephanie Hewett and Ms. Taylor have provided teachers with lesson plans to address students academic weaknesses.

Goals for 2006 - 2007.

Our School Improvement Council, faculty, staff and parents adopted the following initiatives for the 2006 - 2007 school year: 1. implement the coherent curriculum, 2. monitor student progress through benchmark assessments and weekly principal's tests, then use the data to drive instruction, 3. observe classroom instruction and provide immediate feedback to teachers, 4. provide job embedded professional staff development training for all staff, 5. continue school-wide literacy focus, 6. implement Positive Behavior Support Model.

Raymond Davis, Principal
Iris Gathers, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	27	114	75
Percent satisfied with learning environment	85.2%	62.8%	74.3%
Percent satisfied with social and physical environment	92.6%	71.2%	73.3%
Percent satisfied with school-home relations	51.9%	73.1%	68.0%

*Only students at the highest middle school grade level at this school and their parents were included.